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ABSTRACT

This resource booklet on promoting career awareness and planning is intended especially for school counselors, English teachers, librarians, and other educators who work with gifted and talented adolescents. An introduction precedes a section that discusses strategies and approaches for integrating literature in adolescents' exploration of careers. Techniques are suggested that counselors and teachers can use in acquiring information about students' career interests, becoming familiar with career-related books for teenagers, and exploring careers in the school setting through literature. A sample unit on careers follows. Other guide contents include a 19-page careers bibliography for gifted adolescents and a brief listing of suggested references for educators working with gifted students. (YLB)

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ENHANCING CAREER AWARENESS FOR GIFTED STUDENTS THROUGH ADOLESCENT LITERATURE

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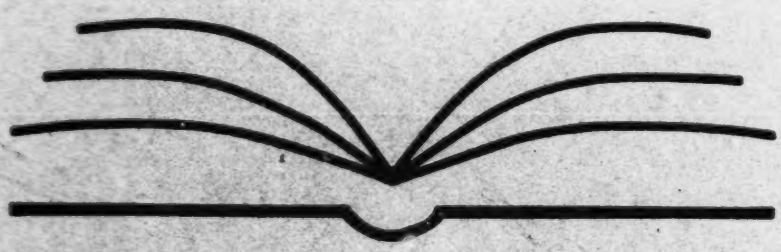

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CE045246

Enhancing Career Awareness for Gifted Students Through Adolescent Literature

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Vocational Guidance and Counseling Project
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June, 1986

This resource booklet has been compiled especially for school counselors, English teachers, librarians and other educators who work with gifted and talented adolescents. The authors believe that adolescent literature can be a valuable resource in assisting gifted and talented students in middle and high school to expand their career awareness. Not only does the booklet include a bibliography of recommended current literature, but it suggests strategies and approaches for integrating literature in adolescents' exploration of careers. It is hoped that it will be a vehicle for promoting team efforts among counselors, teachers and librarians as they strive to promote career awareness and planning.

Publication of this booklet has been made possible by funding received for a Vocational Guidance and Counseling Project from the Virginia Department of Education.

The authors are especially grateful to Amanda Spencer and Dorothy Workmeister, graduate students in school counseling at Virginia Commonwealth University, for their research assistance, Kathleen Causey for her cover design and to Ann Martin for her secretarial expertise.

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Career development is a critical facet of education for all students, but especially so for the gifted and talented. All too frequently, gifted and talented students feel pushed into career decisions too early because of pressures from parents, peers, teachers, and society in general. Often it is assumed that because of their ability, gifted and talented students will naturally find success and make positive career choices with little need for guidance. While some gifted students do make appropriate careers decisions on their own, most could greatly benefit from the opportunity to explore career interests and options.

Gowan (1979) cites the following special characteristics of gifted students which support their need for career exploration:

> Possession of a variety of talents, making occupational choices difficult.
>
> Awareness of developmental tasks prior to having the resources to solve them.
>
> A need to develop early-on the specialized interests related to certain professions which may demand long periods of specialized training.

Finding an appealing way to explore careers with gifted students in middle and high school is a major factor. We believe using adolescent literature to stimulate career exploration is an excellent way. Gifted students tend to be better readers than their peers and to value reading highly. Reading becomes an escape for many of these capable students because it provides information and pleasure they do not always find in the classroom or other academic settings. Rather than leaving this

natural inclination toward reading unsupported, it seems wiser to use adolescent literature as a means of helping gifted expand their career awareness.

Perrone (1979) has noted that the potential of gifted students to succeed in a variety of occupations can mean that their personalities, values and interests may have more impact on career choices than their gifts per se. It is in literature, particularly in fiction and biography, that these personality variables are probed. For example, young people will learn more about the internal costs and rewards of practicing veterinary medicine from Herriot's All Things Bright and Beautiful than they ever could from a factual description of the profession, though informational materials have their use, too.

Biography is a particularly appropriate genre for gifted students. They typically select biographies at earlier ages then do their non-gifted peers. Biographies of achieving people are helpful in revealing the personal qualities of their subjects with which gifted students can identify, recognizing the coping skills they display and exploring less obvious aspects of their professional lives.

Career exploration through literature is also well matched to the cognitive and affective patterns of gifted students. It allows for experiences that are more student-oriented, independent and open -- characteristics that Maker (1982) advocates in gifted education. It lends itself to discovery-type learning that can be readily enhanced by the inclusion of group activities. Their qualities of "self-starting" and perseverence make self-directed learning a top priority for gifted students. Independent study of careers through literature can contribute to the development of self-discipline as they set goals, plan a time

frame and work through contracts. Their findings can then be shared with other students studying related careers or with broader peer audiences.

Adolescent literature can be useful in preparing students to participate in a mentorship program. A coordinator of gifted programs with whom we worked told us how she had arranged for a small group of gifted high school students to explore a career they were considering by spending time with a mentor in that career. During the orientation session prior to placing the students with their mentors, she was astounded to find that the students knew very little about the careers of their mentors. In the future, she plans to make reading about the careers in which students are interested, a prerequisite for participation in the program. Just as career-oriented books can provide introductory information about a career, they can also present an in-depth look at the career. We believe students will find that mentors can be very helpful in identifying good reading materials.

Major keys to success in using literature to explore careers are voluntary participation by the students and provision of effective follow-up experiences. These experiences can include both small group discussion and individual sessions. Here, teamwork between counselors, teachers, and librarians is particularly valuable because counselors and teachers have information about the personal qualities of students and librarians have specialized knowledge in the field of adolescent literature. All too often communication and team efforts among professionals in middle and secondary schools have been limited largely due to segmentation of the curriculum, specific responsibilities of each and constraints of time.

We hope this resource booklet will be helpful in stimulating team efforts as counselors, teachers and librarians strive to help gifted students gain a greater knowledge of careers and career opoortunites. We believe adolescent literature can serve as a major avenue to informed career choices.

REFERENCES

Gowan, J. "Guiding the creative development of gifted and talented," In New Voices in Counseling the Gifted. (Colangelo, N. and Zaffran, T., Eds.) Dubuque, IA: Kendall/Hunt, 1979.

Maker, C. Curriculum Development for the Gifted. Rockville, MD: Aspen, 1982.

Perrone, R., Karshner, W. and Male, R. The Career Development Needs of Gifted Students: A Perspective for Counselors, Madison, WI: University of Wisconsin, 1979. ERIC No. ED 185 731.

STRATEGIES AND APPROACHES

Adolescents usually fall into the stage of reading growth described as vicarious enjoyment. That is to say, they want materials that are seen as relevant to them, characters with whom they can identify, sources that are useful to them. Capable readers, as gifted students tend to be, can read a variety of books and they can be shown that books relating to careers (one of the eight preferred reading categories among high school boys) can serve in their personal and professional development, setting them free to make decisions based on solid information rather than hearsay.

This section will suggest some techniques counselors and teachers can use in acquiring information about the interests of students, becoming familiar with career-related books for teenagers and exploring careers in the school setting through literature.

Learning About Students' Career Interests

Once the decision is made to use adolescent literature as a base for exploring careers, the first step is to discover what careers and what aspects of careers the students are interested in reading about. While a number of commercially prepared career interest inventories are available, we believe that a brief easily prepared and scored open-ended inventory such as the one on the following page is more efficient.

SAMPLE INVENTORY

Name _____

LOOKING AT CAREERS

1. In learning about careers, I am most interested in

_____

_____

_____

2. I want a career that lets me _____

_____

3. I wouldn't want a job that _____

_____

_____

4. The career I would like to explore first is _____ .

What I mainly want to know about is _____

_____

_____.

This mini-interest inventory can be adapted depending on the scope of the project.

Guidance counselors and teachers, through conferences and class sessions, may have acquired other valuable knowledge of students' abilities and interests and these can be incorporated into planning. We do believe, however, that it is critical for the students to see themselves as self-directed, reading in career areas they themselves have selected.

Learning About The Books

As compilers of this resource booklet, we are only too aware of how daunting is the vast array of career-related literature for adolescents. How does one become familiar with it? How does one keep up with the many new publications emerging every year? Here let us put in a plea for the need to work only with attractive, up-to-date materials. This has at least two benefits; it reduces enormously the numbers of books one needs to examine, and it minimizes the risk of presenting students with materials that are unappetizing or, worse, no longer accurate.

Fortunately help is available. What follows is a list of sources for sampling, savoring and staying abreast of career-related literature for adolescents.

1. Reviews of books for adolescent readers can be found in:

The ALAN Review (National Council of Teachers of English)
Booklist (American Library Association)
Bulletin of the Center for Children's Books
The Calendar (Children's Book Council)
Children's Literature in Education
English Journal
Horn Book
Journal of Reading (International Reading Association)
Kirkus Reviews
Language Arts (National Council of Teachers of English)
New York Times Book Review (Sundays, April and November)
McNaughton Young Adult Reviews
School Library Journal
Voice of Youth Advocates
The WEB

2. "Best Book" Lists

"Best Books for Young Adults." (annual list of about 50 books). Young Adult Services Division. American Library Association.

"Books for the Teenage." (annual, grouped thematically, available in late February). New York Public Library, Office of Branch Libraries, 455 5th Ave., New York, New York 10016.

"Books for Young Adults." English Journal for January. A yearly poll. Available for 10¢. N231 Lindquist Center, University of Iowa, Iowa City, IA 52242.

Gillespie, J., "Paperback Books for Young People." ALA, 1977.

Kliatt Paperback Book Guide. (8 issues per year, books for ages 12-19). 425 Watertown Street, Newton, MA 02158.

3. Career Books

Beinstock, J. and Anolik, R. Careers in Fact and Fiction. American Library Association, 1985.

Carlson, G. R. Books and the Teenage Reader, 2nd rev. ed., Bantam. 1980. "The teenager's world" (career and college information).

Dreyer, S. The Book Finder. American Guidance Service, 1977, 1981.

Mitchell, J. S. I Can Be Anything: Careers and College for Young Women. Bantam, 1978.

_____. The Men's Career Book: Work and Life Planning for a New Age. Bantam, 1979.

_____. The Work Book: A Guide to Skilled Jobs. Sterling, 1978.

Small, R. (ed.). Books for You: A Booklist for Senior High School Students. NCTE, 1982. "Careers and people on the job," "poets," "musicians," "biography," "philosophers," "religious leaders." NCTE, 1982.

Wright, J. W. The American Almanac of Jobs and Salaries. Avon, 1982.

Y. A. Services Division, A.L.A. Outstanding Biographies for the College Bound. Outstanding Fiction for the College Bound. Outstanding Nonfiction for the College Bound. Pamphlets w/c 50 titles each.

4. Information About Authors

Commire, A. (ed.). Something About the Author. 33 Vols.. Gale Research Company, 1971.

de Montreville, D. and Hill, D. (ed.). The Junior Book of Authors series. H. W. Wilson.

Locker, F. C. Contemporary authors: A Bio-Bibliographical Guide to Current Authors and Their Works. Gale Research Company, 1962. Semi-annual since 1964.

5. Classroom Strategies

Fusco, E. Everybody Reads: A Step-by-Step Guide to Establishing Book Discussion Group in Your School. Dell, 1983.

Reed, A. Reaching Adolescents: The Young Adult Book and the School. Holt, Rinehart & Winston, 1985.

6. Books for Educators Working with Gifted Students

Baskin, & Harris. Books for the Gifted Child. R. R. Bower Co., 1980.

Walker, Elinor. Doors to More Mature Reading: Detailed Notes on Adult Books for Use With Young People. American Library Association, 1981.

Bringing Students and Books Together

Many rewarding experiences with books can make careers come to life for students. We will suggest and briefly describe twelve of these. We encourage you to look on these as a springboard to other ideas. These suggested activities are followed by a sample reading unit. The final section of this handbook contains a list of current career-related books, arranged according to professional field.

Suggested Experiences with Career-Related Literature

1. An author hook-up. Meet-the-author is a tired and true advertising gambit. In the school setting this can take place either through an invitation to an author to visit the school or through a telephone conversation. (Information about authors is provided in the preceding bibliography.) Librarians and bookstores may be able to provide information about local authors. Publicity departments at publishing houses may be willing to share expenses for the author's visit and provide promotional materials. Several schools may band together to sponsor a visit. A few tips for making the "hook-up" a successful experience:

    *Be sure the students have read at least one of the author's books.

    *Give the students a chance to share their ideas and questions before the visit. Specific interview questions can be planned.

    *During the interview, be prepared to field questions.

    *A small number of students (no more than thirty) is best for an informal interview.

    *Hour-long sessions are usually about right.

    *Allow time for the author to be available (the library would be an appropriate place) for students to drop in for private chats.

    *Have a follow-up. Encourage students to continue reading other books by the author. Develop a research project based on the books.

2. A contrived experience. This is a situation which the counselor/teacher orchestrates for student participation. For example, students who are reading about various careers could be assigned a problem situation in which they must select which career practioners would be selected for a colony in space.

3. A dramatization. Scenes from career-related novels can be turned into scripts and presented to other classes. Counselors and English teachers could work together on this activity.

4. A demonstration. Invite practioners of the careers that students have been exploring to visit the school to discuss and demonstrate their work. A chemist might indicate how s/he conducts and replicates experiments.

5. A field trip. Visit the workplace of a practitioner for an on-the-job look at a career introduced by a book. Opportunities abound in museums, medical facilities, and the marketplace. Questions to be answered are planned ahead and discussed afterwards. "A typical day in the life of ..." could be outlined.

6. An exhibit. Students can select a visual or multi-sensory way to share books they have completed (e.g. design a jacket cover). These could be displayed in a "career reading corner."

7. A television experience. TV is a potent motivator and students prefer books that have been highlighted on television. Capitalize on programs dealing with careers to lead teenagers to relevant books. Films, filmstrips and other media can also be used in this way.

8. A read aloud experience. More proficient readers could tape record brief but colorful passages from books as a turn-on for other students.

9. A book talk. This activity combines the virtues of reading aloud and storytelling. It is usually based on four or five books with a single theme or author. Include short segments from each of the books, part read, part told informally. Let students have five minutes to start reading the book they like best. Encourage exchanges.

10. A discussion. Book sharing discussions can be held weekly by small groups of students who have read books in common. Begin the discussion with general impressions. A recorder can write down key words and summarize the discussion after ten minutes or so. Students can look for areas of disagreement and can elaborate on their responses in another discussion period. Brief responses could be written on 3 x 5 cards and included in envelopes kept with the books.

11. Booktalk days. These could be held at intervals throughout the school year. On Booktalk Registration Day (held several weeks before Booktalk Day) students choose one or two books from a posted list. One Booktalk Day, discussions of a book read by a group of no more than ten students are held during two class periods under the direction of a discussion leader. Students are evaluated on their completion/non-completion of the book, level of understanding displayed, insights offered, questions asked and the like.

    For a complete description on conducting Booktalk Days, see Esther Fusco's book, Everybody Reads, listed in the preceding bibliography, page 12.

12. Writing for learning. Ask students to write down personal goals, match them to relevant books, have students write down salient career information gained from their reading as well as questions they still have.

A SAMPLE UNIT ON CAREERS

Note that in the following unit, no time frame has been suggested. This was omitted so that individuals adapting the unit to their own situations could elaborate or encapsulate it. We do believe, however, that a few basic guiding principles should be followed.

1. The unit should be based on a knowledge of students' interests and abilities.
2. Ample materials must be provided.
3. Freedom of choice in selecting reading materials is basic.
4. Students perceive the relevance of their reading activities.
5. Brief guide sheets for reading and evaluation materials are provided. Sample guide sheets are given at the end of the unit.

An idea of the broad range of adolescents' career interests can be gained by a look at some of the careers middle school students in one English Class chose to explore:

Actor
Airline Pilot
Architect
Army Officer
Art Therapist
Cartoonist
Computer Specialist
Guidance Counselor
Marine Biologist
Musician
Naval Officer
Nurse
Physical Therapist
Priest
Private Detective
Psychologist
Salesman
Stockbroker
Writer

We are grateful to Jean Skelton, Director of Guidance, Swift Creek Middle School, Chesterfield County (Virginia) Public Schools for this list.

Introduction:

The choice of a career is one of the most important you will ever make. A large portion of your waking hours will be spent in your chosen work. Many possibilities are open to you. This unit will introduce careers that appeal to you. You will learn:

1. What is required to enter these fields.
2. How much competition there is for these jobs.
3. What a typical day on the job might be like.
4. What opportunities for advancement exist.
5. How financially rewarding the job is.
6. What some of the pleasures and problems are in these careers.

Many people find their work to be one of the most rewarding aspects of their lives. We hope that you will too.

In this unit, you will keep a mini-journal including your reactions to career materials you read, brief assignments and group activities. Your major resource for the unit will be books selected by you from the career collection. Initially each student in your group will be asked to read a different book so that you can share your findings with each other.

Groups with related career interests are usually the most effective so you will work with four or five others who have interests in related fields. An interest inventory will be used to form groups.

Goal: To examine important aspects of careers.

Content: Working Conditions
Educational Requirements
Employment Opportunities
Financial Rewards

Materials: Bibliography on Careers
Young Adult Books
Author Interview

Strategies: Presentation by Counselor
Independent Reading and Notetaking
Small Group Discussions
Role Playing
Field Trips (Interviews)

Involvement and Evaluation Procedures:

1. Each student is asked to read three books, take brief notes, evaluate the books and share findings with his/her interest group.
2. Mini journals are kept by each student. On the following two pages are some reading guidelines that you may want to use to help stuents organize their findings. Page 20 gives guidelines for reading fictional books about careers. Page 21 is an evaluation sheet.
3. One career is chosen by each student to be presented to the entire group via a poster session, panel discussion or another format.

A GUIDE SHEET FOR READING FICTIONAL BOOKS ABOUT CAREERS

The characters in fictional books face problems and pressures and have needs like your own as they start out and advance in their careers. As you read your book, think about how the main character responds to his/her work. These questions will help you. Try to answer them as thoughtfully as you can. We will discuss them as a group.

1. What are the most noticeable qualities of the character?
2. What outlook on life does this person seem to have?
3. Does the person have special gifts that would promote success in his/her chosen field?
4. What conflicts does this person face?
5. Does his/her career pose special problems?
6. How are these problems resolved?
7. How does the person change as the book proceeds?
8. Are these changes related to career choice?
9. Add you own comments.

An Evaluation Sheet for Books on Careers

Career:

Author:

Title:

Publisher:

Date:

1. How would you rate the information given about this career:

   (Circle the preferred word)

   Excellent

   Good

   Fair

   Poor

2. What is your personal reaction?

3. Would you recommend this book to someone looking for information about this career?

   Why or why not?

_____

Name of reviewer

A CAREERS BIBLIOGRAPHY FOR GIFTED ADOLESCENTS*

GENERAL CAREER INFORMATION

Nonfiction

Bird, Caroline. Enterprising Women. W. W. Norton & Co., 1976.

Fiske, Edward. Selective Guide to College. Times Books, 1983.

Funes, Marilyn and Lazarus, Alan. Popular Careers. Skyview Publishers, 1980.

Gilbert, Sara. Ready, Set, Go: How to Find a Career That's Right for You. Scholastic, Inc., 1979.

Goldenthol, Allan B. The Teenage Employment Guide. Monarch Press, 1983.

Graham, Lawrence. Conquering College Life: How to Be a Winner in College. Pocket Books, 1983.

Harris, Janet. Thursday's Daughter: The Story of Women Working in America. Harper & Row, 1977.

Rettig, Jack L. Careers: Exploration and Decisions. David S. Lake Publishers.

Schwarzrock, Shirley and C. Gilbert Wrenn. My Life - What Shall Do With It? American Guidance Service, 1973.

Scharzrock, Shirley and C. Gilbert Wrenn. Changing Roles of Men and Women: What It Means to Youth. American Guidance Service, 1970.

Splaver, Sarah. Careers New and Unique. Julian Messner, 1979.

Terkel, Studs. Working: People Talk About What They Do All Day and How They Feel About What They Do. Pantheon, 1974.

*Some titles will appear in several categories due to comprehensive content.

ANTHROPOLOGY

Autobiography/Biography

Rice, Edward. Margaret Mead: A Portrait. Harper & Row Publishers, 1979.

ARCHAEOLOGY

Autobiography/Biography

Braymer, Marjorie. Walls of Windy Troy: A Biography of Heinrich Schliemann. Harcourt Brace & Jovanovch, 1966.

Fiction

Greenwood, Jan. No Dragons To Slay. Farrar, 1983.

Nonfiction

Connell, Evan S. The White Lantern. Holt, 1980.

Noble, Iris. Tingambato: Archaeology Today in Mexico. Messner, 1982.

Oleksy, Walter. Treasurer of the Land: Archaeology Today in America. Messner, 1981.

Williams, Barbara. Breakthrough: Women in Archaeology. Walter & Company, 1981.

ARCHITECTURE

Nonfiction

Fenten, D. X. Ms. Architect. Westminster Press, 1977.

Rath, Richard. Your Future in Architecture. Rosen Group, 1979.

ART/GRAPHIC - INTERIOR DESIGN

Autobiography/Biography

Fowler, Carol. Contributions of Women: Art. Dillon Press, 1976.

Potokk Chaim. My Name is Asher Lev. Alfred Knopf, 1972.

ART/GRAPHIC - INTERIOR DESIGN, Cont.

Nonfiction

Career Associates. Career Choices for Students of Art. Walker and Co., 1985.

Craig, James. Graphic Design Career Guide. Watson-Guptil, 1983.

Smith, Dian G. Careers in the Visual Arts: Talking with Professionals. Julian Messner, 1980.

Smith, Jane S. Elsie DeWolfe: A Life in The High Style. Atheneum, 1982.

ASTRONOMY

Nonfiction

Darling, David J. The New Astronomy: An Ever-Changing Universe. Dillon Publishers.

ATHLETICS

Autobiography/Biography

Abdul-Jabbar, Kareem and Peter Knobler. Giant Steps. Bantam, 1983.

Sayers, Gale & Silverman, Al. I Am Third. Viking, 1970.

Fiction

Bradley, Bill. Life on the Run. Quadrangle, 1976.

Blessing, Richard. A Passing Season. Little, Brown.

Celbulash, Mel. Ruth Marini, World Series Star. Lerner Publishers Co., 1985.

Cox, William R. Homecourt Is Where You Find It. Dodd, Mead & Company, 1980.

ATHLETICS, Cont.

Fiction

Greenberg, Jan. No Dragons To Slay. Farrar, 1983.

Knudson, R. R. Zanboomer. Harper & Row Publishers, 1978.

Meredith, Don. Home Movies. Avon, 1982.

Myers, Walter Dean. Hoops. Dell, 1983.

Slote, Alfred. Hang Tough, Paul Mather. J. B. Lippincott Co. 1973.

AVIATION/AERONAUTICS

Autobiography/Biography

Earhart, Amelia. The Fun of It: Random Recores of My Own Flying and of Women in Aviation. Academy Chicago, 1977.

Tiburzi, Bonnie. Takeoff!. The Story of America's First Woman Pilot for a Major Airline. Crown, 1984.

Fiction

Deighton, Len. Goodbye, Mickey Mouse. Knopf, 1982.

Nonfiction

Cipriano, Anthony J. America's Journeys into Space: The Astronauts of the United States. Julian Messner, 1979.

Hodgman, A. & Djabbaroff, R. Skystars: The History of Woman in Aviation. Atheneum, 1981.

Newhouse, John. The Sporty Game. Knopf, 1982.

Oliver, Carl. Plane Talk: Aviation of Astronauts Own Stories. Houghton-Mifflin, 1980.

Wolfe, Tom. The Right Stuff. Farrar, Straus, 1979.

BUSINESS/INDUSTRY

General

Nonfiction

Career Associates. Career Choices for Students of Business. Walter and Company, 1985.

Harragan, Betty Lehan. Games Mother Never Taught You: Corporate Gamesmanship for Women. Warner Books, 1978.

Advertising

Nonfiction

Larranaga, Bob. Looking Forward to a Career: Advertising. Dillon, 1977.

Weiner, Solomon. Marketing & Advertising Careers. Watts, 1977.

Automobile Industry

Autobiography/Biography

Iacocca, Lee. Iacocca. Career Track Publication, 1984.

Automobile Industry

Fiction

Hailey, Arthur. Wheels. Doubleday, 1971.

Banking

Nonfiction

Mayer, Martin. The Bankers. Ballantine Books, 1979.

Food Industry

Nonfiction

Grossinger, Tania. Growing Up At Grossinger's. McKay, 1975.

BUSINESS/INDUSTRY, Cont.

Public Utility Industry

Fiction

Hailey, Arthur. Overload. Bantam, 1980.

Real Estate

Nonfiction

Durst, Seymour and Stern, Walter. Your Future in Real Estate. Rosen Publishing Group, 1976.

Sales

Fiction

Hughes, Dean. Millie Willenheimer and the Chestnut Corporation. Atheneum, 1983.

Springotubb, Tricia. The Moon On A String. Little, Brown & Co. 1982.

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Autobiography/Biography

Baker, Russell. Growing Up. New American, 1984

Kurosawa, Akira. Something Like An Autobiolgraphy. Knopf, 1982.

Kurtis, Bill. Bill Kurtis on Assignment. Rand McNally & Co., 1983.

MacNeil, Robert. The Right Place at the Right Time. Little, 1982.

Siegel, Beatrice. An Eye On The World: Margaret Bourke - White Photographer. Frederick Warne & Co., 1980.

Weeks, Edward. Writers and Friends. Little, 1981.

Woodruff, Judy and Kathy Maxa. This is Judy Woodruff at the Whitehouse. Addison-Wesley, 1982.

COMMUNICATION/JOURNALISM, Cont.

Nonfiction

Career Associates. Career Choices for Students in Communication and Journalism. Walker & Co., 1985.

Hangen, Patricia. Tell Him That I Heard. Harper, 1977.

Herr, Michael. Dispatches. Discus Books, 1980.

Mitchell, David and Cathy. The Light On Synanon. Putnam Publishing Group, 1982.

Fiction

Eichler, Judith. Lights, Camera, Cats. Pocketbooks, 1978.

Katzenbach, John. In The Heat of the Summer. Atheneum, 1982.

COMPUTER SCIENCE (SEE MATHEMATICS/COMPUTER SCIENCE/ENGINEERING

CONSERVATION/ECOLOGY RECREATION

Ecology

Nonfiction

Carrighar, Sally. One Day at Teton Marsh. University of Nebraska Press, 1979.

Recreation (Outdoors)

Nonfiction

Durrell, Gerald Malcolm. The Amateur Naturalist. Knapf, 1983.

COUNSELING/PSYCHOLOGY

Fiction

Peterson, P. J. Would You settle for Improbable? Dell, 1983.

COUNSELING/PSYCHOLOGY, Cont.

Nonfiction

Axline, Virginia. Dibs In Search of Self. Ballantine, 1964.

Career Associates. Career Choices for Students of Psychology. Walker and Company, 1985.

Marks, Jane. Help: A Guide to Counseling and Therapy Without Hassle. Laurel Leaf Library, 1979.

Splaver, Sarah. Career Choices in Psychology. Julian Messner, 1978.

Stone, Shelley C. Shertzer, Bruce. Careers in Counseling and Guidance. Houghton Miffin Co., 1972.

ECONOMICS

Nonfiction

Career Associates. Career Choices for Students in Economics. Walker and Company, 1985.

Tugwell, Rexford G. To The Lesser Heights of Morningside: A Memoir. University of Pennsylvania Press, 1982.

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